

Instilling The Values of Nationalism in Historical Learning at Metro 1 State Senior High School Lampung

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Abstract: The purpose of this research is (1) to describe the process of learning history that takes place in Metro 1 State Senior High School Lampung, and (2) Steps to instill the values of nationalism in history learning in students in Metro 1 State Senior High School Lampung. Descriptive qualitative method used in this study. Data analysis techniques using data triangulation taken from observation techniques, in-depth interviews, and documentation. The results showed that history learning in Metro 1 State Senior High School has been running effectively because schools have implemented a moving class system that is carried out in certain learning spaces according to their fields. While the inculcation of nationalism values is done through the integration of nationalism values in learning history, so teachers must play an active and innovative role in planning learning that is inserted in the Syllabus and RPP. As for the values of nationalism that are inculcated through culture and habituation of the school environment with attitudes such as discipline, tolerance, patriotism, responsibility, courtesy, hard work, and cooperation and so forth.

Abstract: Tujuan penelitian ini adalah (1) untuk mendeskripsikan proses pembelajaran sejarah yang berlangsung di SMA Negeri Metro 1 Lampung, dan (2) Langkah-langkah menanamkan nilai-nilai nasionalisme dalam pembelajaran sejarah pada siswa di SMA Negeri Metro 1 Lampung. Metode kualitatif deskriptif yang digunakan dalam penelitian ini. Teknik analisis data menggunakan triangulasi data yang diambil dari teknik observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran sejarah di SMA Negeri Metro 1 telah berjalan efektif karena sekolah telah menerapkan sistem moving class yang dilakukan di ruang belajar tertentu sesuai bidangnya. Sedangkan penanaman nilai-nilai nasionalisme dilakukan melalui integrasi nilai-nilai nasionalisme dalam pembelajaran sejarah, sehingga guru harus berperan aktif dan inovatif dalam merencanakan pembelajaran yang disisipkan dalam Silabus dan RPP. Adapun nilai-nilai nasionalisme yang ditanamkan melalui budaya dan pembiasaan lingkungan sekolah dengan sikap seperti disiplin, toleransi, patriotisme, tanggung jawab, sopan santun, kerja keras, dan kerjasama dan lain sebagainya.



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INTRODUCTION

Indonesia today has a modern, fast-moving society. The advancement of the world of technology causes human relations to be very fast and without borders (borderless world). Even modern humans today can be said to live in an alienated world. So here, the function of the state as a place for someone to flee in search of prosperity and peace. This is the

paradox of the current globalization that has caused human inability to gain a grip in life (Tilaar, 2007: 27). The youth are agents of change as a group that has a great opportunity to make changes to their country. Youth are known as intellectuals, who are expected to be able to bring the country's mission to improve in a more developed and developing direction (Barker, 2008). The swift current of globalization is so great, the Indonesian nation is faced with national polemics. The identity of the nation which is considered as a characteristic to distinguish from those that are starting to look faded.

The nation and nation will grow perfectly if national security is good. Nationalism can be used as a national defense force, but this has begun to be questioned. Because as a country and a large nation that has a noble identity, it is appropriate that we improve ourselves. According to Sukadri (1994: 2) this is what drives the Indonesian people to deal with it with all kinds of endeavors/methods, including increasing the soul of national security, launching political-economic policies, strengthening character education, launching a second national revival movement and others. in line with Rochmat & Trisnawati (2018: 12) Nationalism has been a trigger for the revival of culture which has given identity as a member of a nation.

When we go abroad wearing batik clothes that are famous for the special characteristics of the Indonesian people. This means that we identify ourselves as the Indonesian nation even though those who wear batik clothes come from whatever ethnic group (Fimansyah & Kumalasari, 2015). The nation's identity has turned out to be self-protection from the uncontrolled transformation in the current era of globalization. National identity has the meaning of revival with culture. This is the meaning of culture in the development of national identity (Tilaar, 2007: 28).

Nationalism is an understanding which views that the highest loyalty of individuals must be left to the state and nation.

Nationalism itself is a feeling of unity because of beliefs related to feelings of shared fate and struggle in a variety of circumstances (Nur Aisyah, Tri Wulandari, Mastutik, Wahyuni, & Harjati, 2018). Nationalism must be possessed by all citizens who can be instilled in children both at home and at school.

Parents, teachers and the community can at least instill motivation to students to have high enthusiasm in learning to educate the next generation, and accompanied by instilling values in the form of discipline, tolerance, hard work, responsibility, courtesy, and mutual cooperation, and respecting others is all part of the achievement indicator of the character of nationalism.

Increased sense of nationalism is very much needed in the framework of the defense and security efforts of the Indonesian people. Various ways to enhance a sense of nationalism have been carried out by various parties. One effort to instill nationalism values is through history learning. The young generation as agents of change needs to be given strong provisions related to the love of the country for the country and its people. Through history learning at school, students are expected to have an awareness of the importance of history and nationalism. The planting of nationalism through history learning was carried out in Metro 1 State Senior High School Lampung. Through learning in class, the history teacher explains the historical material of the struggle of the Indonesian people in gaining independence and fills independence. The research will dig deeper related to the inculcation of nationalism values in history learning in Metro 1 State Senior High School, Lampung.

RESEARCH METHODS

This research uses the descriptive qualitative method. This method is used in order to describe an object, phenomenon or social setting as outlined in the narrative form (Anggito & Setiawan, 2018; Fadli, 2021). The reason for this research was carried out in a place with specific characteristics and the focus of the study was

determined before the researcher plunged into the field of data information (Moleong, 2019). Concretely, the research location determined was Metro 1 State Senior High School, Lampung. Informants in this study are the principal, history teacher, and students. Data analysis uses the triangulation of data collected through observation, in-depth interviews, and documentation. According to Suwendra (2018: 66) data that has been collected various kinds of techniques, compared, analyzed, and interpreted. This is done to determine the credibility, validity, and reliability of the data that has been collected.

RESULTS OF RESEARCH AND DISCUSSION

Learning History in Metro 1 State Senior High School

Learning history is the process of interaction between teachers and students in the eyes of historical learning that has a general goal to foster an attitude of nationalism and teach moral values (Kochhar, 2008: 83). Learning history has emphasized to help students develop their potential and personality through historical messages in order to become wise and wise people (Sardiman, 2012: 6). Learning history can also be interpreted as a vehicle for students to think far more critically, able to understand the meaning and values contained in events that have occurred, not just remembering the characters, facts and years of events alone (Hermanto, 2016: 6).

The purpose of learning history is to shape the nation's character and introduce the identity of the nation and country to its generation (Hamid, 2014: 45). Sapriya (2012: 209) explained that the scope of the material contained in the lessons of history contains elements of heroic values, patriotism, nationalism and role models for the process of national character formation. The process of learning history is required to pay attention to the development of thinking skills in order to help students study their lives.

Associated with the purpose of learning history, students can conduct studies on what, why, how, and what consequences

will arise from the answers of society and the nation in the past to the challenges faced and their impact on today's life (Hartati, 2016: 1). Reconstruction of historical learning must link values in historical events and contemporary problems that are adapted to the environmental conditions of students so that historical learning can be more interesting because it involves the process of thinking critically (Aman, 2019). Learning history must be able to make students have a role in expressing their ideas so that it is more impacting for students to face their social environment (Mujiyati & Sumiyatun, 2016: 84).

Learning history in Metro 1 State Senior High School is carried out during class hours, both inside and outside the classroom which is still within the scope of the school. The history teacher in the history learning process explains the material in accordance with the 2013 curriculum of history lessons and uses supporting media or learning methods. Students are given the freedom to be active during class hours. Although the teacher gives additional lectures for each lesson, students remain enthusiastic in listening to the material delivered by the teacher. In addition, the teacher makes questions and answers to find out students' understanding of the historical material presented. The process of learning history in Metro 1 State Senior High School is done in a special room or moving class, in this school has implemented a moving class system where students must go to a special room to study.

This moving class system is implemented integrally to make it easier for students to be more active in learning history because in a special room learning facilities are very supportive so that students will be more comfortable in participating in learning. The facilities include rooms equipped with air conditioning, LCD, projectors, and other history learning media. With this special room makes students feel more interested and easier to learn, discuss, and consult with the teacher. In addition, in-class history learning is also carried out in the library, in the library room students can find learning resources related to historical

material.

History teachers also give assignments outside of school to students to find information related to historic sites that are in the neighborhood around their residence. The goal is that students are more familiar with the area of their residence and have new experiences related to the search for historic sites. This assignment is done in groups by considering the location of each student's residence. History learning is aimed at instilling students' nationalism values. The purpose of inculcating students' nationalism values through learning history is to make it easier for students to know the history of their own people. Because history subjects are considered as very strategic lessons in instilling the values of nationalism in students.

Instilling Nationalism Values in Metro 1 State Senior High School

As competition in various social, the inculcation of nationalism values begins with the teacher's understanding of nationalism and secondly the implementation of nationalism values for students. Teachers' understanding of nationalism is used when teachers interact with students in learning activities. The results of the analysis, based on interviews that the teacher's understanding of nationalism is an attitude, loving behavior towards the motherland as outlined in the form of an attitude of discipline, courtesy, and respect for elders. In line with the opinion of the father of "SP" which explains that examples of characters related to the value of nationalism are such a sense of patriotism, discipline, respect for parents, etc.

The explanation above is reinforced by the results of the interview by researchers that when carrying out learning activities teachers often advise students to discipline, orderly, respect for friends and parents and love the nation and state of Indonesia. Based on research conducted that the teacher's understanding of nationalism is a value or moral that is implemented in the form of attitudes and actions in the form of the behavior of the patriotism towards the

nation as outlined by discipline, honesty, respect for colleagues and parents.

Second, the implementation of the values of nationalism for students is carried out through activities in learning in the classroom and outside the class-room. According to the Ministry of National Education (2010: 8) describes the implementation of character education in education units consisting of various activities. The activities are as follows:

1. Integration into learning activities.
2. Habit in daily life in the education unit.
3. Integration into extracurricular activities, and
4. The application of habituation of life at home in harmony with the education unit.

In line with (Zubaedi, 2011: 17) explained that the inculcation of nationalism through exemplary processes, habituation or culture in the school environment, so that the values of nationalism can be understood and instilled in students. Meanwhile according to Mulyasa (2011) habituation in daily life at school can be done through routine, spontaneous and exemplary activities. Narwanti (2011: 55) added the implementation of nationalism values through co-curricular and extracurricular activities. Co-curricular activities are carried out outside of learning such as visiting museums and other historic sites, and extracurricular activities such as OSIS, boy scouts, marching line training (PBB), and others.

Based on the results of research planting the values of nationalism in learning history in Metro 1 High School, obtained the following results:

Table 1. Results of Cultivating Nationalism Values

No.	Indicator	Implementation in Behavior
1.	Discipline	Discipline attitude is shown by students when they are in the scope of the school, starting from obeying school discipline to the learning process. This is seen in students entering the class on time, so the teacher starts learning on time. Even though the school has implemented a moving class system, students do not feel that they have to change rooms every time the class.
2.	Tolerance	Tolerance is evidenced by students by respecting their peers, for example during the learning process in the classroom, performing worship in the mosque, reading the Qur'an, and not distinguishing their friends.
3.	Hard work	Hard work behavior is reflected in the way the rest of the tasks are instructed by the teacher. The students are very enthusiastic to work on getting good grades, even students look for references in the library to support learning resources.
4.	Responsible	The attitude of student responsibility is seen during the implementation of the learning process and outside of learning. In learning in class, students have responsibility for the tasks given by the teacher, responsibility for cleaning the room, responsibility for caring for the learning room facilities. While outside the classroom such as the responsibility of maintaining the good name of the school.
5.	Politeness	The attitude of courtesy is reflected by students towards the teacher or to others. Students generally greet each other, bowing when a teacher passes by in front of him and speaks friendly to the school community.
6.	Mutual cooperation	Mutual attitude can be seen when students work on group assignments, students work in a compact and democratic manner. In addition, students' class picket assignments clean the study space with their respective job descriptions.

CONCLUSION

Learning history in Metro 1 State Senior High School is done through the learning process activities both in a special history learning room (moving class) and outside the space that is still in the school environment. Learning history in Metro 1 State Senior High School has been supported by facilities that are capable of its facilities, so students can be more comfortable and effective in following history learning coupled with student enthusiasm. The inculcation of nationalism values is carried

out in history learning and is not spared by other learning so that it can shape the nation's character for students. The nationalism values of students which are seen in their daily behavior include; discipline, tolerance, hard work, manners, responsibility, mutual cooperation and so on.

SUGGESTION

The research is only limited to one high school in Metro Lampung, so for future research it is necessary to develop the

cultivation of the value of nationalism with a wider population and sample to be able to have a significant impact on the value of nationalism on students.

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